

Training and Assessment Strategy

CUA20215 Certificate II in Creative Industries

Gympie State High School



Approval School RTO training and assessment strategy			
School RTO Name	Gympie State High School	QCAA Number	404
Qualification Code	CUA20215	National Provider Number	30067
RTO Manager		Principal	
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Date	24/02/2020	Date	24/02/2020

QCAA standardised training and assessment strategy document, updated December 2018

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Section 1 Program overview

1.1 National requirements			
Qualification code	CUA20215		
Qualification title	Certificate II in Creative Industries		
Relevant Standards	1.1–1.7, 1.8(a), 1.9–1.19, 1.26, 2.2, 5, 8.4		
Training package code	CUA		
Current release date	15 Jan 2016	Release number	1
Training package title	Creative Arts and Culture Training Package		
National register	https://training.gov.au/Training/Details/CUA		
Companion volume	vetnet.education.gov.au/Pages/TrainingPackages.aspx		
Qualification status	Current	Where a qualification is no longer current and has not been superseded, all students' training and assessment must be completed and the relevant AQF certification issued within a period of two years from the date the qualification was removed or deleted from the National Register. Where a qualification on the RTO's scope of registration is superseded, all students' training and assessment must be completed and the relevant AQF certification issued or students are transferred into its replacement within a period of one year from the date the replacement qualification was released on the National Register.	
Superseded, deleted or no longer current date			
Latest date for student completion and AQF certification (Complete only if qualification status ≠ current)			
TAS has been developed through industry engagement	☒ Yes ☐ No (See Section 7)	Total number of proposed assessment tools for this qualification	11 (See Section 3)
Delivering and assessing information (Complete this remaining part of Section 1.1 only when the qualification is on scope)			
TAS implementation date (See Section 10)	24/02/2020	TAS monitoring date (See Section 11)	1/08/2019
Developed for: (Select one only)	☐ individual student/s	Name/s of individual student/s	
	☒ class cohort	Current number of students enrolled	15
A representative sample of assessment tools has been validated	☒ Yes ☐ No ☐ Pending (See Sections 8 & 9)	Delivery period for this cohort or individual Start End	28/01/2020 27/11/2020
RTO's Assessment and/or TAS policies and procedures have been followed when implementing this TAS	☒ Yes ☐ No	RTO has checked other printed and electronic student information/data for compatibility with TAS	☒ Yes ☐ No

1.2 Qualification		
Requirement	Packaging rules	Confirmed by RTOM
Qualification description and job roles	This qualification reflects the role of individuals with the skills and knowledge to perform in a range of varied activities in the creative industries where there is a clearly defined range of contexts. Activities are of limited complexity with required actions clearly defined. Licensing/Regulatory Information National Code of Practice for Induction for Construction Work Sets and staging for some performances or events may fall within the definition of construction work. If so, people entering the construction site are required to complete the general induction training program specified by the National Code of Practice for Induction Training for Construction Work (Australian Safety Compensation Council, May 2007). Achievement of the unit 'CPCCOHS1001A Work safely in the construction industry' from the CPC08 Construction, Plumbing and Services Training Package fulfils this requirement.	☒ Yes ☐ No
Packaging rules	Total number of units = 10 3 core units plus 7 elective units of which: • 4 units must be selected from Group A • 3 units may be from Group A or Group B or from any currently endorsed training package qualification or accredited course at Certificate II or III level. https://training.gov.au/Training/Details/CUA20215	☒ Yes ☐ No

1.3 Delivery and assessment		
Requirement	Pre-enrolment information	Confirmed by RTOM

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Requirement	Pre-enrolment information	Confirmed by RTOM		
General entry requirements	General entry requirements for this program include the student's agreement and ability to undertake the following: • demonstrate evidence of language, literacy and numeracy skills at the requisite ACSF level • attend and participate in scheduled training and assessment • participate in workplace tasks to employer expectations • be able to work in an industry environment and handle industry standard equipment • comply with the RTO code of conduct requirements, directions on work, and health and safety matters.	☒ Yes ☐ No		
Specific entry and/or completion requirements	Specific entry requirements exist ☐ Yes ☒ No Prior to enrolment the RTO has provided advice in print or electronically to students on participation requirements and application processes. ☒ Yes ☐ No	☒ Yes ☐ No		
Access and reasonable adjustments	The RTO has advised students in print or electronically that reasonable adjustments may be available. ☒ Yes ☐ No When appropriate, reasonable adjustments will be applied by the RTO to take into account the individual student's needs. Reasonable adjustments may include: <table><tr><td> • accessible class rooms • note-taking support • course material in alternative formats — electronic, large print • use of laptop for assessments • an Auslan (Australian Sign Language) interpreter </td><td> • extra time or extensions for assessments or alternative assessment tasks • ergonomic chair/desk • use of assistive technology • other adjustments. </td></tr></table>	• accessible class rooms • note-taking support • course material in alternative formats — electronic, large print • use of laptop for assessments • an Auslan (Australian Sign Language) interpreter	• extra time or extensions for assessments or alternative assessment tasks • ergonomic chair/desk • use of assistive technology • other adjustments.	☒ Yes ☐ No
• accessible class rooms • note-taking support • course material in alternative formats — electronic, large print • use of laptop for assessments • an Auslan (Australian Sign Language) interpreter	• extra time or extensions for assessments or alternative assessment tasks • ergonomic chair/desk • use of assistive technology • other adjustments.			
Mode of delivery	The mode of delivery includes any combination of the following: • face-to-face in a simulated workplace environment for required performance and knowledge evidence • online for some components of training for knowledge evidence • in a classroom ('off the job') for some components of training for knowledge evidence.	☒ Yes ☐ No		

1.3 Delivery and assessment			
Requirement	Pre-enrolment information		Confirmed by RTOM
Delivery location	Multiple delivery locations are used. ☐ Yes ☒ No	Locations of additional campuses where training or assessment services are provided.	☒ Yes ☐ No
	The delivery location is the principal place of business of the RTO.		
Program duration	Total program duration for delivery and assessment is: ☐ 6 months ☒ 1 year ☐ 2 years ☐ 3 years	This means that after the expiry of the program duration, no further assessment evidence will be accepted and no further training conducted.	☒ Yes ☐ No
Amount of training and volume of learning	The 'amount of training' relates to formal teaching and learning activities. The nominal amount of scheduled training for this program is: ☐ 55 hours ☒ 110 hours ☐ 220 hours ☐ 330 hours The 'volume of learning' identifies the notional duration of all activities required for the achievement of the learning outcomes of this program. The total volume of learning for this program is: ☒ 600–1200 hours (Certificate I and II) ☐ 1200–2400 hours (Certificate III and IV)		☒ Yes ☐ No
Learning resources	There are sufficient learning resources, equipment and facilities to: - enable students to meet the requirements for each unit of competency - support the number of students undertaking the training and assessment.		☒ Yes ☐ No
Assessment resources	- Assessments will be formative and conducted so that skills, knowledge and understanding may be demonstrated in the simulated workplace environment. Assessment of knowledge and skills will be integrated with assessment of their practical application. - Projects/tasks and work evidence will be progressively gathered by the assessor for units of competency until sufficient valid evidence is gathered to make assessment decisions on competency. - Evidence of skills and knowledge will be gathered simultaneously.		☒ Yes ☐ No

1.3 Delivery and assessment			
Requirement	Pre-enrolment information		Confirmed by RTOM
Evidence-gathering condition	- Will be progressively gathered for groups of units simultaneously. - Methods will confirm consistency of performance over time and in a range of workplace-relevant contexts, rather than a single assessment event. - Will be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, training journals and reviews of work products/folios and third party reports. - Will be done under the specific assessment conditions required by the units.		☒ Yes ☐ No
Work placement requirements	Work placement or experience is a requirement. ☐ Yes ☒ No The RTO may require students to undertake work placement or work experience. When this is the case, a summary of the requirements will be recorded in Section 4 of the TAS. Students have been advised in writing or electronically.		☒ Yes ☐ No
Third party arrangements	No services are delivered on behalf of the RTO.	☒ Yes ☐ No	'Third party' means any party that provides services on behalf of the RTO, but does not include a contract of employment between an RTO and its employee. - Where services are provided on the RTO's behalf by a third party, the provision of those services must include a written agreement. - The RTO must disclose to the student the name and contact details of any third party that will provide training and/or assessment, and related educational and support services to the student on the RTO's behalf. - When the RTO offers a qualification on its scope to students and in order to achieve the qualification the RTO requires students to undertake training for one or more units with a different RTO, this is considered a third party arrangement. Record the RTO's details and arrangements summary.
	Some services are provided by a third party on behalf of the RTO.	☐ Yes ☒ No	
	QCAA has been notified of the third party arrangement.	☐ Yes ☒ No	

1.3 Delivery and assessment		
Requirement	Pre-enrolment information	Confirmed by RTOM
Educational and support services	- Learners in this cohort are school students in Year 10 to 12. The RTO will schedule supervised training and assessment sessions based on the timetable. Students may negotiate support in addition to scheduled hours to develop the required skills and knowledge. - Unmet education needs of young persons aged 10-17 in the juvenile justice system – school RTOs within youth detention centres may deliver training and assessment to these students even if not in detention. The RTO delivers services to students in the juvenile justice system. ☐ Yes ☒ No	☒ Yes ☐ No
Early termination of program	In the event that the RTO loses suitably qualified trainers and assessors and is unable to deliver this program: - students will be issued with a Statement of Attainment for any successfully completed units of competency - any fees paid toward the program will be refunded on a pro rata basis. The RTO has provided students with information in print or electronically concerning arrangements in the event of early termination of the program. ☒ Yes ☐ No	☒ Yes ☐ No
Transition	This qualification's status on TGA is current at the time of this strategy's expected start date. If this qualification is superseded with a new version before the end of the expected duration of the program, then: - if practical, students will complete training and assessment and receive any appropriate certificates in the old qualification within 12 months of the release of the new version - if this is not practical, students will transition to the new qualification within 12 months and complete their training and assessment in the new version within the expected duration of the program. Credit will be arranged for units completed and deemed as equivalent.	☒ Yes ☐ No

1.4 Certification		
Requirement	Pre-enrolment information	Confirmed by RTOM
Certificates and Statements of Attainment	If a student is assessed as meeting the requirements of the qualification, and all agreed fees the student owes to the RTO have been paid, then within 30 calendar days* of all conditions being met: - an AQF certificate and record of results will be issued if the qualification in which the learner is enrolled is complete - a Statement of Attainment will be issued if the qualification in which the learner is enrolled is partially complete. * unless there is a written agreement with students and parents that the RTO will issue certification on exit or request	☒ Yes ☐ No
	Unique Student Identifier (USI) - The school RTO will not issue an AQF certificate, record of results or Statement of Attainment to a student without having a verified USI for that individual. - The consequences of not providing the RTO with a USI have been explained to the student. - Each student's USI will be recorded by the RTO in SLIMS or Student Management and reported to QCAA in the same year that the certification was issued. A student may access their training records and results (transcript) using their online USI account. For more information, see usi.gov.au/Students/pages/default.aspx	☒ Yes ☐ No
Credit arrangements	Transitioning from an old version to a new version of a training product If the National Register (training.gov.au) deems a superseded unit of competency to be equivalent to its replacement, students may claim credit for a successfully completed superseded unit.	☒ Yes ☐ No
	If a student already holds a unit of competency If a student has a Statement of Attainment for a unit of competency and it has the same code as a unit of competency making up this program, the student may make a claim for a credit transfer.	☒ Yes ☐ No
Recognition of prior learning (RPL) arrangements	Students may request recognition of prior learning (RPL) assessment. Students are advised of the opportunity to apply for RPL and, if requested, will be provided with an RPL document allowing them to provide verifiable details of prior learning. The evidence will be assessed for currency and against requirements of the units of competency, and an amended program strategy will be prepared, taking into account the student's prior learning.	☒ Yes ☐ No
	The RTO has advised students in print or electronically of RPL arrangements. ☒ Yes ☐ No	☒ Yes ☐ No

1.4 Certification			Confirmed by RTOM
Requirement	Pre-enrolment information		
Reissuing of Certificates and Statements of Attainment	The RTO maintains an auditable-quality register of all AQF qualifications (including Statements of Attainment) issued and authorised to issue. The register contains sufficient information to identify correctly the holder of the qualification, the AQF qualification by its full title, and date of issue/award/ conferral.	The Standards require compliance with the AQF Register and Issuance policies. All RTOs will: - maintain an auditable-quality register of AQF qualifications issued (including Statements of Attainment) containing sufficient information to identify correctly the holder of the qualification the AQF qualification by its full title date of issue/award/conferral - have a policy that permits replacement of certification documentation - be responsible for authentication and verification of any replacement certification documentation. See www.aqf.edu.au/aqf-policies.	☒ Yes ☐ No
	The RTO has a policy that permits the replacement of certification documentation and maintains responsibility for authentication and verification of any replacement certification documentation.		
	The RTO has advised students either in print or electronically about arrangements and fees related to obtaining replacement AQF certification. ☒ Yes ☐ No - Gympie State High School provides replacement copies of issued VET certificates and statements of attainment. - To protect people's privacy, copies can only be provided to the person named on the certificate. - Fees are \$7.50 for each copy. The issuance and replacement policy and procedure may be accessed via the publicly accessible school RTO website. For more information, see: https://gympieshs.eq.edu.au/Curriculum/VocationalEducation/Pages/VocationalEducation.aspx		☒ Yes ☐ No

1.5 Reporting			Confirmed by RTOM
Requirement	Pre-enrolment information		

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Requirement	Pre-enrolment information	Confirmed by RTOM
Recording results	- Evidence-gathering tools are used to make decisions about a student's progress toward competency. - The interim outcome descriptors of 'Satisfactory' or 'Unsatisfactory' will be used on students' projects and evidence documents. - Students may continue to submit evidence until they exit the program or the end of the program's duration period. - Assessor may determine final outcomes for units of competency at any time, but only after sufficient valid evidence has been gathered and assessed and any pre-requisite units have been successfully completed. - RTO management will record final outcomes (usually using the descriptors Competent, Not Competent, Credit Transfer, Superseded or Withdrawn) in Student Data Capture System (SDCS) or Student Management software approved by QCAA. - All final outcomes must be entered into a QCAA approved software program before the end of the last term of the VET program or immediately after a student exits the program. - RTO management reports student enrolment data to QCAA within the first term of the student's commencement of the VET program.	☒ Yes ☐ No
Student profiles	- Student profiles are updated by the assessor and are accessible to students on request. - Assessors update the profile to confirm an individual student's submission of evidence and record interim and final outcomes. - RTO management uses final outcomes recorded in student profiles to update SDCS, Student Management and/or SLIMS.	☒ Yes ☐ No
Projects and evidence-gathering instruments	- All assessment activities, including projects and evidence-gathering tools, are identified by a code and listed in this document. - A mapping document provides evidence of how assessment activities, projects and evidence-gathering tools meet the requirements for each unit of competency.	☒ Yes ☐ No
Data privacy and reporting	The RTO has provided students with information in print or electronically concerning privacy, use of personal data and reporting. ☒ Yes ☐ No - students are informed that personal information will be collected and reported on their behalf - student declarations and consent of the RTO's privacy notice are retained (for 2018 only)	☒ Yes ☐ No
Use of personal email address	The RTO has provided students with information in print or electronically concerning use of personal email addresses on assessment materials and evidence. ☒ Yes ☐ No	☒ Yes ☐ No

1.5 Reporting		
Requirement	Pre-enrolment information	Confirmed by RTOM
	- Agreed email addresses provide the same acknowledgment as a signature - The RTO has recorded students' and assessors' email addresses	
Complaints	The RTO has advised students either in print or electronically that complaints received by the RTO will be acknowledged in writing and finalised as soon as practicable. ☒ Yes ☐ No - A complaint may be involving the conduct of the RTO's officers, students or third-party service providers of the RTO. - Any RTO officer may receive a complaint verbally, in writing or electronically	☒ Yes ☐ No
Appeals	The RTO has advised students either in print or electronically that all appeals received by the RTO will be acknowledged in writing and finalised as soon as practicable. ☒ Yes ☐ No - There are two types of appeals that can be lodged: appeal of final assessment decision appeal of any other RTO decision. - Appeals must be submitted to the RTO in writing using the RTO's appeal form.	☒ Yes ☐ No
Publicly availability	The complaints and appeals policy and procedure may be accessed via the publicly accessible school RTO website. For more information, see: https://gympieshs.eq.edu.au/Curriculum/VocationalEducation/Pages/VocationalEducation.aspx	☒ Yes ☐ No

Section 2 Core and elective components

Relevant Standards: 1.1, 1.2, 1.4, 1.7, 1.8(a), 1.12, 3.5, Schedule 5

Note: A prerequisite unit may be delivered through an integrated approach with the secondary unit — it does not have to be fully completed before starting the secondary unit. However, to satisfy formal requirements, the prerequisite unit must be signed off prior to the secondary unit.

2.1 Core and elective units being offered		
Enter the unit code and title Hyperlink to unit on TGA is recommended	Unit type	Pre-requisite unit required?
BSBCRT301 Develop and extend critical and creative thinking skills https://training.gov.au/Training/Details/BSBCRT301	Group A	☐
BSBDES201 Follow a design process https://training.gov.au/Training/Details/BSBDES201	Group A	☐
BSBDES202 Evaluate the nature of design in a specific industry context https://training.gov.au/Training/Details/BSBDES202	Group A	☐
BSBWOR203 Work effectively with others https://training.gov.au/Training/Details/BSBWOR203	Core Unit	☐
CUAACD201 Develop drawing skills to communicate ideas https://training.gov.au/Training/Details/CUAACD201	Group A	☐
CUAIND201 Develop and apply creative arts industry knowledge https://training.gov.au/Training/Details/CUAIND201	Core Unit	☐
CUAPOS201 Perform basic vision and sound editing https://training.gov.au/Training/Details/CUAPOS201	Group B	☐
CUARES201 Collect and organise content for broadcast or publication https://training.gov.au/Training/Details/CUARES201	Group B	☐

CUAWHS302	Apply work health and safety practices https://training.gov.au/Training/Details/CUAWHS302	Core Unit	☐
ICTICT204	Operate a digital media technology package https://training.gov.au/Training/Details/ICTICT204	Group B	☐

2.2 Optional units and flexibility

Some of the units listed appear in other qualifications delivered by this RTO.

BSBWOR203 Work effectively with others is currently delivered in SIT20316 Certificate II in Hospitality. The first assessor to complete the unit will record a result of Competent, and the other assessor/s will record a result of Credit Transfer.

ICTICT204 Operate a digital media technology package is currently delivered in ICT20115 Certificate II in Information, Digital Media and Technology. The first assessor to complete the unit will record a result of Competent, and the other assessor/s will record a result of Credit Transfer.

Section 3 Program assessment details

Relevant Standards: 1.1, 1.2, 1.3(c), 1.8, 2.1, 2.2, 5.2

3.1 Program details

3.1 Program details					
Project 1	CUAPRO1: Course Introduction and OH&S (project title has embedded hyperlink to tools)				
Estimated duration	2 weeks	Outcome type	☐ Interim ☒ Final	Assessment tools mapped on separate document	☒ Yes ☐ No
Assessment activity	Unit/s for which partial or complete evidence will be gathered		Evidence-gathering tools used		
Students will be tutored and undertake research into workplace health and safety procedures in an office environment. Students will complete quizzes and a report to demonstrate competency. Final unit outcome results from completing this project.	CUAWHS302 Apply work health and safety practices		Observation checklist	☒	CUAPRO1OBS
			Questions checklist	☒	CUAPRO1QST
			Review of product/service against specifications	☐	
			Review folio of work against specifications	☐	
			Third party report	☐	
		Safety induction checklist		☒	CUAPRO1SAFE

3.1 Program details						
Project 2CUAPRO2: Game Mechanics & Video Documentary (project title has embedded hyperlink to tools)						
Estimated duration	8 weeks	Outcome type	☒ Interim ☒ Final	Assessment tools mapped on separate document	☒ Yes ☐ No	
Assessment activity	Unit/s for which partial or complete evidence will be gathered	Evidence-gathering tools used	Tool code			
There are two distinct elements to this task, a written article and a video production. This involves creating a written report / review of the nature of design for a selected game genre which is subsequently turned into a video documentary. Two units are finalised from completing this project and two are interim, as noted in the next column. Interim results are recorded in the student profile as 'satisfactory' or 'unsatisfactory'. When sufficient evidence has been gathered, final outcomes will be recorded in the student profile.	BSBDES201 Follow a design process (Interim)	Observation checklist	☒	CUAPRO2OBS		
	BSBDES202 Evaluate the nature of design in a specific industry context (Interim)	Questions checklist	☐			
		Review of product/service against specifications	☐			
	CUAPOS201 Perform basic vision and sound editing (Final)	Review folio of work against specifications	☒	CUAPRO2FOL		
	CUARES201 Collect and organise content for broadcast or publication (Final)	Third party report	☐			
		Safety induction checklist	☐			
Project 3CUAPRO3: Graphics - Introduction to 3D Modelling (project title has embedded hyperlink to tools)						
Estimated duration	8 weeks	Outcome type	☒ Interim ☒ Final	Assessment tools mapped on separate document	☒ Yes ☐ No	
Assessment activity	Unit/s for which partial or complete evidence will be gathered	Evidence-gathering tools used	Tool code			
Students are to assume the role of a 3D	BSBCRT301 Develop and extend	Observation checklist	☒	CUAPRO3OBS		

3.1 Program details						
game artist. As such, they are required to create a 3D model of a game character that the player controls in a retro arcade scrolling shooter. One unit is finalised from completing this project and three are interim, as noted in the next column. Interim results are recorded in the student profile as 'satisfactory' or 'unsatisfactory'. When sufficient evidence has been gathered, final outcomes will be recorded in the student profile.	critical and creative thinking skills (Final)		Questions checklist	☐		
	CUAACD201 Develop drawing skills to communicate ideas (Interim)		Review of product/service against specifications	☐		
	ICTICT204 Operate a digital media technology package (Interim)		Review folio of work against specifications	☒	CUAPRO3FOL	
	BSBDES201 Follow a design process (Interim)		Third party report	☐		
			Safety induction checklist	☐		
Project 4	CUAPRO4 - Creating 2D and 3D Art (project title has embedded hyperlink to tools)					
Estimated duration	10 weeks	Outcome type	☒ Interim ☒ Final	Assessment tools mapped on separate document	☒ Yes ☐ No	
Assessment activity		Unit/s for which partial or complete evidence will be gathered		Evidence-gathering tools used	Tool code	
Students are to assume the role of game industry artist. They are to provide their modelling and texturing services to a fellow student who requires the development of a 2D sprite set for a retro arcade game development project. The 2D sprites MUST be created by rendering a textured 3D model. Students are subsequently required to take on the role of the game studio requiring the development of artwork for another student, providing them with the design specifications required. Two units are finalised from completing this project and one is interim, as noted in the next column.	BSBWOR203 Work effectively with others (Final)		Observation checklist	☒	CUAPRO4OBS	
	CUAIND201 Develop and apply creative arts industry knowledge (Interim)		Questions checklist	☐		
			Review of product/service against specifications	☐		
	CUAACD201 Develop drawing skills to communicate ideas (Final)		Review folio of work against specifications	☒	CUAPRO4FOL	
			Third party report	☐		
			Safety induction checklist	☐		

3.1 Program details

Interim results are recorded in the student profile as 'satisfactory' or 'unsatisfactory'. When sufficient evidence has been gathered, final outcomes will be recorded in the student profile.					
Project 5 CUAPRO5 - Game Development - Arcade Game (project title has embedded hyperlink to tools)					
Estimated duration	10 weeks	Outcome type	☐ Interim ☒ Final	Assessment tools mapped on separate document	☒ Yes ☐ No
Assessment activity	Unit/s for which partial or complete evidence will be gathered			Evidence-gathering tools used	Tool code
Students must create a complete working game, with a choice of an adventure game or an arcade scrolling shooter. This project has a dual focus, firstly for students to develop the basics of game programming and secondly to investigate and start working with simple 2D graphics. Once students have developed the skills to create the game, they are to program the game populating it with graphics that are either a replication of those in the existing game, or a themed modification. Submitted graphics must include original student work. Part A. Detailed Planning and Development Documentation Part B. The finished functioning game (including all audio and graphics plus a detailed Journal / Log Book) Part C. Evidence of the progressive development of all graphics. This project finalises all remaining unit outcomes.	ICTICT204 Operate a digital media technology package			Observation checklist	CUAPRO5OBS
	BSBDES201 Follow a design process			Questions checklist	
	BSBDES202 Evaluate the nature of design in a specific industry context			Review of product/service against specifications	
	CUAIND201 Develop and apply creative arts industry knowledge			Review folio of work against specifications	CUAPRO5FOL
				Third party report	
				Safety induction checklist	

Section 4 Work experience

Relevant Standards: 1.1, 1.5, 1.6(a), 1.8, 2.1, 5.2, 8.5

4.1 Work experience arrangements

On what basis is work experience provided?		For all employers providing work experience relevant to this qualification:	
Not provided (go to Section 5)	☐	Written agreements are in place.	☐
VET program/course requirement	☐	Realistic workplace experience	☐
RTO requirement	☐	Third party report included in Section 3.4	☐
Student wants work experience	☐	Student information in Section 1 of TAS is accurate.	☐
Optional	☒		
File location of work experience agreements	T:\Industry Liaison - Kerry\Students Work Experience Forms		

4.2 Register of employers with written agreements in place

Enter name and location of each business, company or industry providing work experience	
<i>e.g. Robert Tsu Smallgoods, Brisbane</i>	<i>e.g. Fast Eats Cafe, Paddington</i>